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ABSTRACT

Both the cognitive and affective domains of learning may be combined in an integrative model of education which joins awareness of values, feelings, and self with the knowledge and skills necessary for expression and communication. This manual consists of four fantasy exercises which help to develop awareness of personal events, as well as follow-up exercises which develop intrapersonal, interpersonal, and rhetorical skills. Exercises contain lessons, with objectives and instructions, and worksheets. A self-awareness exercise and a presentation assignment accompany each fantasy exercise. Topics of the exercises are: I am a tree, backstage in the theatre, a family picnic, and evacuation. (JM)

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FACT

FEELING

FANTASY

AN INTEGRATIVE APPROACH TO LEARNING COMMUNICATION SKILLS

concepts and workbook

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PREFACE

Because our experience in the world and our ability to function in the world involves data from both cognitive and affective domains of learning, our education should also involve both domains. In speech communication we recognize that both expressive and instrumental functions are important to the individual and to society. It is possible to unify these polarizations by employing an "integrative" model of education in which both cognitive and affective knowledge is developed in the same curriculum, a curriculum which stresses both expressive and instrumental functions in communication. This manual employs an integrative model of education in that it joins awareness of values, feelings, and self with knowledge and skills necessary for expression and communication.

This manual consists of four fantasy exercises which assist in developing awareness of personal events as well as follow-up exercises which develop intra-personal, interpersonal, and rhetorical skills. A self-awareness exercise and a presentational assignment which relates to the rhetorical mode or organizational pattern developed in the fantasy follows each of the four fantasy exercises. Each of the four sections may be supplemented with discussion of key concepts. [A list of key concept is provided at the end of this manual.] Observation projects conducted outside the class over the duration of the course may also supplement in-class work.

The authors encourage your comments regarding the value of the various sections of the manual. During the development period, no right to copy is explicitly granted or denied; consult the authors regarding individual requests by addressing either C. A. Findley, Northeastern University, 310 Churchill Hall, Boston, MA 02115; or L. Nathan-Fasten, University of Massachusetts, Harbor Campus, Boston, MA 02125.

LESSON #1 PREPARATION

Lesson #1 asks you to identify with an object and to talk about yourself as the object. You should identify with the object in the present, in the here and now. The process of identification helps you use your imagination and requires you to use all your senses--taste, touch, sight, smell, hearing, movement.

In this exercise, called a fantasy, you will work with the following concept words:
IDENTITY: size, shape, color, and physical characteristics
FUNCTION: purpose or use
SETTING: location, environment, and surroundings
FEELINGS: internal responses, emotions
MOVEMENT: motion through time and/or space

These concept words will take on greater and greater personal meaning as you develop a more personal definition of the world, thinking in relation to these concept words and others in later fantasy exercises.

The worksheets help you develop certain skills in organization, linguistic and personal awareness, and communication.

The Journal Entry and Worksheet A following it must be completed to do the exercises which follow.

Journal Entry I AM A TREE

Objective: Object identification.

INSTRUCTIONS: While your oral fantasy is still fresh in your mind, record it below in written form so you can use it for later exercises and analysis. Remember you are a tree now at this moment, not in the past or future; therefore, use verbs in the present tense to express what is happening and what you feel in the here and now. Be sure to include all aspects of your identity (size, shape, color, physical characteristics, etc.); the setting (location, surroundings, climate), the effects of the seasons; your function (purpose, use); and your feelings about your existence as a tree. Begin with: "I am a tree."

Worksheet A I AM A TREE

Objective: Classification, to help the student look at his own language to see what types of words and utterances he uses and how he uses them; to prepare the student for exercises in definition and description.

INSTRUCTIONS: Look over the written record of your fantasy. Place each major word or phrase in the proper, most relevant, column below. Be sure to have at least five (5) words in each column. (For example, the word garden from the sentence, I live in a garden, would be placed in the setting column.) Some words may be appropriate for more than one column: grow can be in either the function or movement column.

MOVEMENT	IDENTITY	FUNCTION	SETTING	FEELINGS

Worksheet A_1 I AM A TREE

INSTRUCTIONS: Take a look at your fantasy again. Write down in one column below what was done to you when you were a tree. In the other column, write what you did as a tree.

WHAT WAS DONE TO ME	WHAT I DID

Worksheet B

I AM A TREE

Objective: Description of dominant mood (strongest feeling) and organization of one-point message.

Purpose: To help the student formulate broad concepts for feelings and to communicate the dominant feeling using only relevant detail.

INSTRUCTIONS: Look over the written record of your fantasy in the journal entry and try to determine the dominant mood (the strongest feeling) in the fantasy. Write the word which best describes that mood in the space below. The word is probably one of the words you listed in the feelings column in Worksheet A. Now re-read your fantasy and choose vocabulary items and phrases that relate to that feeling. Write these words or phrases on the lines below. For example, if the dominant feeling in your fantasy is happiness, all the details should relate to being happy. However, if the dominant feeling is one of confusion, then the details should be mixed supporting the dominant feeling of confusion.

I. The dominant mood is _____.

(Relevant details)

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

Worksheet B_1

I AM A TREE

INSTRUCTIONS: Now find a partner and present your relevant details in a mini-speech. In order to ensure that your experience as a tree is communicated, see if your partner can determine the dominant mood from your presentation rather than from his/her own assumptions.

INSTRUCTIONS TO LISTENER: As you listen, check out the accuracy of your listening by restating to the speaker what has just been said. (refer to section on non-evaluative listening in your text)

You may record some notes on your experience in this exercise on this sheet or on the Personal Notes Sheet for Lesson #1 found at the end of the lesson.

Worksheet C

I AM A TREE

Objective: Spatial description and organization

Purpose: To help the student organize and express description of space or location of objects or functions according to arrangement in space.

INSTRUCTIONS: Now think of yourself as a movie camera that is moving across a scene from left to right or from top to bottom or just the reverse. Once a pattern for the movement of the camera is established, be consistent and don't jump back and forth. The scene you are viewing is the setting of your existence as a tree. This kind of organizational pattern is called spatial because you are arranging things or events according to their pattern or location in a certain space. This method of description does not require the selective vocabulary choice of the dominant mood description but instead the use of words to show location and relation between objects or activities.

OUTLINE you information below, starting with a clear statement of purpose and organizational pattern as part of the INTRODUCTION. Then move to the BODY of the message in which you describe the setting according to your chosen pattern. Finally, briefly summarize your information in the CONCLUSION.

Worksheet C_1 I AM A TREE

INSTRUCTIONS: Present your information to a partner who will try to draw a picture which reflects the location of the different objects in the setting you describe. Let your partner put his/her picture in your workbook, and you will put your picture in your partner's workbook. Use this page for the picture and record notes of your experience on the Personal Notes Sheet for Lesson #1.

Worksheet D
Part I

I AM A TREE

Objective: Comparison using simile.

Purpose: To help the student focus on attributes through the use of probe questions.

INSTRUCTIONS: This fantasy is based on the personification of a tree. To answer the question "Why are trees like people?" it is helpful to use prompt questions. These questions will help you determine the attributes of each word in the comparison. Look at the example below as we compare two seemingly unrelated words such as fear and wall:

Probe Category	Word #1 fear: Question	Attribute	Word #2 wall: Question	Attribute
identity	What color is fear?	gray	What color is a wall?	gray
setting	Where is fear?	inside	Where is a wall?	inside
movement	How does fear move?	it doesn't	How does a wall move?	it doesn't
feeling	How does it feel to be fear?	lonely	How does it feel to be a wall?	proud
function	What does fear do?	trap	What does a wall do?	enclose

NOW ask why is a tree like a person. Develop more prompt questions for each category.

Probe Category	Word #1 tree: Question	Attribute	Word #2 person: Question	Attribute
identity				
setting				
movement				
feeling				
function				

To create your simile (comparison using like or as) answer the question, "How is word #1 like word #2 and why?" For example, you may write the SENTENCE: "Fear is like a wall because both enclose."

Construct a compressed simile (comparison without the words like or as). For example, you may write: "Fear is a wall which encloses."

Worksheet D
Part II

I AM A TREE

INSTRUCTIONS: Follow the same steps for these four other word pairs. The steps simply outlined are:

1. choose one of the concrete nouns from Worksheet A and use it as Word #1 in each of the pairs below. Word #2 is the same for each pair.
2. ask prompt questions to determine attributes.
3. answer the question in a SENTENCE: "How is Word #1 like Word #2 and Why?"
4. construct a compressed simile (comparison without like or as).

Word Pair 1

Word #1 _____ Word #2 PERSON

Question	Attribute	Question	Attribute

3) "How is Word #1 like Word #2?" _____

4) Compressed simile: _____

Word Pair 2

Word #1 _____ Word #2 PERSON

Question	Attribute	Question	Attribute

3) "How is Word #1 like Word #2?" _____

4) Compressed simile: _____

Worksheet D
Part II (cont'd.)

I AM A TREE

Word Pair 3

Word #1 _____

Word # 2 PERSON

Question	Attribute	Question	Attribute

3) "How is Word #1 like Word #2?" _____

4) Compressed simile: _____

Word Pair 4

Word #1 _____

Word #2 PERSON

Question	Attribute	Question	Attribute

3) "How is Word #1 like Word #2?" _____

4) Compressed simile: _____

Worksheet D_1 I AM A TREE

INSTRUCTIONS: Choose which object from the word pairs on the previous worksheets you identify with most today. Communicate that to a partner. Make a note of your interaction with your partner on the Personal Notes Sheet for Lesson #1. Write on this sheet all the reasons why you feel like the object you have chosen.

Worksheet E
Part I

I AM A TREE

Objective: Development of simple metaphors.

Purpose: To help the student develop simple metaphors involving the creative language process of personification, treating something that is not a person as a person; a common process in ordinary language use.

INSTRUCTIONS: Look at Worksheet A and select a word which is the name of a feeling or color. Write it in the space below. (For example, "yellow" for color; "pride" for feeling -- not "proud," or "heat" not "hot")

1. _____

Now select an action word which is something that a person usually does and write it below. (For example, "touch")

2. _____

Now put the two together in a simple sentence so that #1 is the subject and #2 is the verb. (For example, "Yellow touches.")

3. _____.

Now think of a situation when this event in #3 could occur. (Ask WHEN does yellow touch? WHAT does yellow touch? WHERE does yellow touch? HOW does yellow touch? Answer: "the leaves in autumn.")

4. Situation: _____

Now put your simple sentence from #3 together with your situation from #4 to create your metaphor. ("Yellow touches the leaves in autumn.")

5. _____

Worksheet E
Part II

I AM A TREE

INSTRUCTIONS: Follow the same steps to create other metaphors. Try practicing with both feelings and colors. The steps simply outlined are:

1. select a word for a feeling or color.
2. select an action word for something that a person usually does.
3. join the two words in a simple sentence.
4. create a situation in which #3 would occur.
5. write a metaphor by putting #3 and #4 together.

Feeling or color: _____

Verb for person: _____

Simple sentence: _____

Situation: _____

Sentence with metaphor: _____

_____

Feeling or color: _____

Verb for person: _____

Simple sentence: _____

Situation: _____

Sentence with metaphor: _____

_____

Feeling or color: _____

Verb for person: _____

Simple sentence: _____

Situation: _____

Sentence with metaphor: _____

_____

Worksheet E_1 I AM A TREE

INSTRUCTIONS: If you had to give today a color, what would it be? Why? Write your answer on this page and then share this information with another person.

Self-Awareness #1

WHO AM I?

Define yourself using as many of the possible methods of definition as you can. It may help to formulate questions using the prompt categories as probes to gain insight. Your concept of who you are influences how you communicate to others and the message that you transmit.

IN THE BEGINNING, CONSIDER:

What is my identity?

What is my function?

What is my origin?

How would I describe myself?

How would I classify myself?

Who or what do I compare myself to?

What am I not?

How do others see me?

What are my feelings?

This information is for your own personal reactions and awareness, NOT TO BE HANDED IN. Save it to check for changes.

Strategies of Definition

Through using the process of identification and the subsequent exercises, you have defined and described yourself by a number of different methods. In Worksheet A, you classified your language use into broader categories to determine relationships and experience concept formation. In Worksheet A, you also classified according to function, another form of definition. In Worksheets B and C, you dealt with spatial and dominant mood description. In Worksheet D you developed similes to add clarification to meaning by forming comparisons between internal states and external events, between the unknown and the known. There are seven methods of definition which can be used to add clarity to meaning when you are trying to communicate more effectively.

THEY ARE:

1. Class and distinguishing characteristics: this is made by stating the class of the object and its distinguishing characteristics. (Example: A man is a primate having an erect stance, an apposable thumb, the ability to make and use specialized tools, articulate speech, and a highly developed brain.)

2. Description: listing physical characteristics and spatial arrangement of objects along with other relevant details such as feeling and dominant mood.

3. Simile: making comparisons with other objects and situations to add clarity to meaning.

4. Origin: telling how something develops or where and when it began. (Example: growth from seed in the ground to a tree.)

5. Function: telling what something does and how it works or Purpose, i.e. what you do to something or with something.

6. Illustration: citing examples.

7. Negation: stating class and then stating what the object is not within the class. (Example: A tree is a plant but it is not a flower.)

PRESENTATION #1

Informative Speech (3-5 minutes)

Option 1

Create an object that has never existed before, hopefully one that serves some useful function. Describe this new object to your audience using as many of the strategies of definition as are applicable so that you a s clearly and completely as possible transmit your message to your audience.

Option 2

Create an event, e.g., a happening, to evoke a certain mood or feeling. Inform the class about the relationship between objects and events as they relate to creating the mood or feeling. Explain the relationship in space of different events if they are occuring in the same location or room.

Option 3

Design a new space or location, e.g., a room or a city,to serve a particular function. Inform the class about the relationship of elements, the overall function as well as the location in space of the different elements. A diagram or scale model of your new creation may be useful.

Option 4

Definition of a concept: we use language to define our world; the way we define and react to concepts influences the way we think and process information. To become more aware of one concept and its meaning to you, prepare a short structured message, defining a concept to be shared with the members of your class.

Your message should be presented as a formal speech; work with notes if you need them, but don't read. Try to achieve a pleasant, normal, conversational style of delivery. Speak loudly enough for everyone to hear you.

PERSONAL NOTE SHEET FOR LESSON #1

LESSON #2 PREPARATION

In this lesson you will experience your fantasy in your mind and then relate it as through you were telling a story. Instead of identifying with an object as you did in Lesson #1, you will place yourself in a certain situation. By narrating the fantasy (relating what you experienced), you will be able to see which things you left out when you experienced the situation, and which new things you introduced while writing it. The concept words of IDENTITY, FUNCTION, SETTING, and FEELING will take on new personal meaning to you as you experience and relate the fantasy in this lesson. You analysis of the information in the fantasy will help you to be more alert to the circumstances and the events in your own life.

One major kind of speaking you will be asked to do during your career involves communicating from personal experience. Once you develop the skill of truly being aware of all that is happening around you, within you, and because of you, you will never be at a loss for topics that will interest you and the people around you. The worksheets in this lesson are designed to aid in developing skills of perception, organization, and communication. As in the first lesson, you should complete the Journal Entry and Worksheet A before you so any of the others.

Journal Entry BACKSTAGE AT THE THEATRE

Objective: Situation identification.

INSTRUCTIONS: You decide to walk backstage after the show. As you walk around, you see all the costumes of the actors. You look at the different costumes and decide to try one on. Now relate the experience of what happened to you and what you did. Identify and describe those costumes which you wanted to try on but rejected for the one you finally chose. Then describe the costume you put on in detail. Then tell how you felt and looked after you put it on. (Function and feeling.) Then tell what your experience was after you took it off. It may help you to think about the fantasy in your mind first in the present. Relax and take some time to do this quietly by yourself. Then relate it using the past.

While your fantasy is still fresh in your mind, use the space below to record the information in written form so that you don't forget essential elements that may be helpful to you in later exercises in this lesson.

Worksheet A BACKSTAGE AT THE THEATRE

Objective: Classifcation

Purpose: To help the student (1) understand the sense used in perception, (2) form concepts easier by grouping words under different major concepts which are listed below, (3) be able to quickly select and choose only those words which are relevant to the main idea in later exercises.

INSTRUCTIONS: Read over your journal entry for this lesson. Place major words and phrases in the most appropriate column below. Be sure you have at least five (5) words or phrases in each column. There is a new column on this worksheet, time. In this column list the words that relate to time such as after, before, first, then, etc. in the same order they occured in your fantasy.

IDENTITY	SETTING	MOVEMENT	FUNCTION	FEELINGS	TIME

Worksheet A_1 BACKSTAGE AT THE THEATRE

INSTRUCTIONS: People use different senses to perceive the world. Look over your fantasy and list your perceptions in the columns below. If the categories cause you to generate new data, include it here also.

VISUAL sight	TACTILE touch	AUDITORY hearing	OLIFACTORY smell	GUSTATORY taste	KINESTHETIC muscle strain	ORGANIC internal sensations

Worksheet B BACKSTAGE AT THE THEATRE

Objective: Simple chronological organization and storytelling.

Purpose: One strategy in writing is the use of the narrative form for storytelling which you used in your fantasy and in the journal entry. One organizational pattern common to storytelling is chronological (time-sequenced). This worksheet will help you understand the use of the simple chronological pattern.

INSTRUCTIONS: Outline the fantasy in complete sentences according to what occured first, and then second, and then third, etc.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

Worksheet B_1 BACKSTAGE AT THE THEATRE

INSTRUCTIONS: List each sentence from Worksheet B on a separate card. Mix up the cards and give them to a partner. The partner then reorganizes the cards in a chronological sequence. Check to see if your partner's sequencing is the same as the one in your original fantasy. Record notes of this experience on this sheet or on the Personal Notes Sheet for Lesson #2.

Worksheet C BACKSTAGE AT THE THEATRE

Objective: Narrative form, chronological organization and reorganization (flashback).

Purpose: In Worksheet B you used a simple chronological organization pattern, simple time sequencing. In this worksheet you will try a different pattern that involves changing the normal chronological sequence by changing the actual order of events to achieve a more interesting effect.

INSTRUCTIONS: Read over your journal entry for this lesson. Notice that it is possible to break up the narrative (story) into different parts. Your description of the theatre and the things in it make up the setting. When you looked at the different costumes trying to decide which one you wanted, you were really faced with a conflict. When you put on the different costumes, that part of the story was the climax (main event). The feelings you had as you put them on is an important part of the climax; underline it in your fantasy so that you don't forget it when you are doing the exercise in this worksheet. When you finally chose one of the costumes, you resolved your conflict. That part of the story is called the denouement (resolution). In summary, the parts of the narrative are: setting, conflict, climax, denouement.

Now outline your fantasy using the parts of the narrative and follow a simple chronlogical sequence. Use the space below for your outline. Introduce your message by telling where you are in time and space: setting. Use you skills of SPATIAL DESCRIPTION, SIMILE and METAPHOR to stimulate audience interest. In the Body, follow the simple chronological pattern so that you describe the conflict and climax. Use your skills of DOMINANT MOOD DESCRIPTION, SIMILE and METAPHOR to communicate the feeling you had at the climax. In the Conclusion, bring everything to an end with the denoument.

I. Introduction

II. Body

III. Conclusion

Worksheet C_1 BACKSTAGE AT THE THEATRE

INSTRUCTIONS: Look at your outline. Choose which part of the narrative you feel is most important. Retell the story to a partner by beginning with this section. Does it succeed in securing the attention of your listener. Check to see whether the listener finds another section more interesting. Outline your new order on this sheet and record notes from your experience on the Personal Notes Sheet for Lesson #2.

Worksheet D
Part I

BACKSTAGE AT THE THEATRE

Objective: Comparison using simile.

Purpose: To help the student develop similes to express internal emotional states by making comparisons to external situations, objects or events.

INSTRUCTIONS: Look at Worksheet A. Choose two words for objects which do not seem to relate to each other or seem very far apart in meaning. Take the two words from different columns (EXCEPT from the feelings column). For example, you may choose words such as "coat" and "water."

1. word pair: _____ _____

Now us the two words in a short sentence which relates them logically or conceptually. Write the sentence in the space below. For example, the words "coat" and "water" may be joined in the sentence: "The water was dripping on the coat."

2. sentence: _____

Think about how it feels to be in the situation you have created with your sentence. IDENTIFY with one of the objects. (How does it feel to be a coat with water dripping on it? The coat may feel heavy, damp, cold, etc.) Just ask yourself: "How would I feel if I were the object in the situation?" Write the feeling below.

3. feeling: _____

Now,when would you experience the same feeling as in #3? (For example, you might feel heavy when you drink too much.) Write your situation in the space below.

4. situation: _____

Now write a simile (comparison using the words like or as) which compares your feeling and situation to the object in the situation you created in #2. For example, you may say something like "I feel as heavy as a coat with water dripping on it when I drink too much." or "When I drink too much, I feel as heavy as a coat with water dripping on it." The form includes: "I feel (feeling from #3) like/as (object in situation from #2) when (your situation from #4). Write your simile in the space below.

5. sentence with simile: _____

_____

Worksheet D
Part II

BACKSTAGE IN THE THEATRE

INSTRUCTIONS: Follow the same steps for four other word pairs. The steps simply outlined are:

1. choose two disparate (unrelated) words.
2. write a sentence which logically relates them.
3. what is the feeling inherent in the situation you created in #2?
4. when would you experience the same feeling as in #3?
5. write a simile using your feeling (#3) and your situation (#4) which is compared to the object in the situation (#2).

1. word pair: _____ _____

2. sentence: _____

3. feeling: _____

4. situation for you: _____

5. sentence with simile: _____

_____

1. word pair: _____ _____

2. sentence: _____

3. feeling: _____

4. situation for you: _____

5. sentence with simile: _____

_____

1. word pair: _____ _____

2. sentence: _____

3. feeling: _____

4. situation for you: _____

5. sentence with simile: _____

_____

1. word pair: _____ _____

2. sentence: _____

3. feeling: _____

4. situation for you: _____

5. sentence with simile: _____

Worksheet D_1 BACKSTAGE AT THE THEATRE

INSTRUCTIONS: Write on separate cards a few of the situations you chose as contexts for your feelings. Give them to a partner who will then say what feeling he/she experiences within the same situations. What conclusions can you draw from this exercise? Record your notes on this sheet or on the Personal Notes Sheet for Lesson #2.

Worksheet E
Part I

BACKSTAGE AT THE THEATRE

Objective: Development of metaphor.

Purpose: To help the student develop metaphor which joins object and feeling; to enable the student to perform one type of creative shift in normal part of speech functions; to aid in the understanding of the inherent relationship between context and meaning.

INSTRUCTIONS: Look at Worksheet A. Choose two words which do not seem to relate to eachother or are far apart in meaning. Take the words from different columns and write them in the space provided below. (For example, you may choose words such as "coat" and "magician.")

1. word pair: _____ _____

Now use the two words in a simple sentence which relates them logically or conceptually. Write it in the space below. (For example, the words "coat" and "magician" may be joined in the sentence: "The magician transformed the coat into a rabbit.")

2. sentence: _____

Now select one of the words from you word pair and IDENTIFY with it in the situation you created by your sentence. Write below the feeling you have as you imagine that you are one of those words in the situation. (For example, if you select "coat," you may experience the feeling of "fear;" or if you select "magician," you may experience a feeling of "power.")

3. feeling: _____ word you identified with: _____

Join the feeling with the word you identified with to form a simple sentence. Make the feeling the subject and the object the verb. (For example, "Fear coats." or "Power tricks." --note that you must change the noun to an appropriate verb form.)

4. simple sentence (feeling as subject; object as verb): _____

_____

Now think of a situation when the event in #4 could occur. Asking when, where, how or what about the simple sentence will help you find a situation (context). (For example, "When does fear coat? Where does fear coat? How does power trick? etc.) If it is absolutely impossible to find a situation, go back to #1 and start with a new word pair.

5. situation: _____

Now put your simple sentence from #4 together with your situation from #5 to create a metaphor. ("Fear coats the plane when there is a bomb on board." or "Power tricks the oppressed into giving up their rights.")

6. metaphor: _____

_____

Worksheet E
Part II

BACKSTAGE AT THE THEATRE

INSTRUCTIONS: Follow the same steps for other word pairs. The steps simply outlined are:

1. choose two unrelated words.
2. write a sentence which logically relates them.
3. what is the feeling when you identify with one of the objects in your sentence?
4. write a simple sentence with the feeling as the subject and the object as the verb.
5. think of a situation when the event in the simple sentence (#4) could occur. ask when, where, how, what about the sentence to determine a contxt.
6. write a metaphor by joining the simple sentence and the context.

1. word pair: _____ _____

2. sentence: _____

3. feeling: _____ word you identified with: _____

4. simple sentence: _____

5. situation (context): _____

6. metaphor: _____

1. word pair: _____ _____

2. sentence: _____

3. feeling: _____ word you identified with: _____

4. simple sentence: _____

5. situation (context): _____

6. metaphor: _____

1. word pair: _____ _____

2. sentence: _____

3. feeling: _____ word you identified with: _____

4. simple sentence: _____

5. situation (context): _____

6. metaphor: _____

Worksheet E_1 BACKSTAGE AT THE THEATRE

INSTRUCTIONS: Exchange with a partner a few of your metaphors. Write other metaphors or statements which convey similar meaning to let your partner know that you understood his/her metaphor. If you do not understand his/her metaphor, help your partner create a new metaphor. Put some of the new metaphors on this sheet and record notes of your experience on the Personal Notes Sheet for Lesson #2.

Importance of Context or Situation to
Meaning and Perception

I. In order to analyze and create meaningful contexts, it is important to ask purposeful questions such as how, when, why, where, who, or what. The answers to these questions aid us in documenting our perceptions and meanings.

II. Statements without meaningful contexts often lead to misunderstandings and arguments. Lack of documentation inhibits the sharing of meaning through verbal concepts. Meaning occurs between people.

III. Some common misundertanding arise from:

1. differences in perception of self.
2. differences in perception of objects and events.
3. not recognizing change which results from a passage of time. (I am not the same person today as I was yesterday.)
4. influences of labels on perception. (He is a man; therefore, he is strong.)
5. influences of our changing emotional states on perception.

Self-Awareness #2

HOW I SEE ME, HOW YOU SEE ME — Roles and Personal Uniqueness

Conflict can result if there is a marked difference in your perception of yourself and the perception that others have of you. The difference in perception can be quite enlightening as you begin to develop a self concept and communicate in different roles with different listeners. How I see me may not be how you see me. The impressions that others have of you can influence the acceptance or success of your message when you try to communicate. To check the difference in perception you will (1) fill out the form for yourself; (2) another person in class who does not know you will fill out the form about you; (3) you will have a good friend fill out the form about you. Then you will compare the perceptions on all three forms.

Each item below represents a characteristic that could be used to describe a person. For each item,put an X on the scale in the position that represents yourself.

I THINK I AM:

friendly	---	---	---	---	---	---	---	not friendly
talkative	---	---	---	---	---	---	---	not talkative
liberal	---	---	---	---	---	---	---	conservative
popular	---	---	---	---	---	---	---	not popular
smart	---	---	---	---	---	---	---	not so smart
active	---	---	---	---	---	---	---	passive
idealistic	---	---	---	---	---	---	---	practical
deviant	---	---	---	---	---	---	---	conformist
self-confident	---	---	---	---	---	---	---	not self-confident
hard-working	---	---	---	---	---	---	---	not hard-working
religious	---	---	---	---	---	---	---	not religious
good-liiking	---	---	---	---	---	---	---	not good looking
leader	---	---	---	---	---	---	---	follower
successful	---	---	---	---	---	---	---	unsuccessful
athletic	---	---	---	---	---	---	---	not athletic

Form for a Friend of Yours Who Knows You Well to Fill Out

To help a friend of yours check out the accuracy of his/her self-perception, please complete this form. Be as honest as possible. Your perception will be compared with reactions from another source. Fill in the person's name at the top of the scale.

I THINK _____ IS:

friendly	---	---	---	---	---	---	---	not friendly
talkative	---	---	---	---	---	---	---	not talkative
liberal	---	---	---	---	---	---	---	conservative
popular	---	---	---	---	---	---	---	not popular
smart	---	---	---	---	---	---	---	not so smart
active	---	---	---	---	---	---	---	passive
idealistic	---	---	---	---	---	---	---	practical
deviant	---	---	---	---	---	---	---	conformist
self-confident	---	---	---	---	---	---	---	not self-confident
hard-working	---	---	---	---	---	---	---	not hard-working
religious	---	---	---	---	---	---	---	not religious
good-looking	---	---	---	---	---	---	---	not good-looking
leader	---	---	---	---	---	---	---	follower
successful	---	---	---	---	---	---	---	unsuccessful
athletic	---	---	---	---	---	---	---	not athletic

Form for Another Member of the Class Who Doesn't Know You to Fill Out

To help another member of the class check the accuracy of his/her self-perception , please complete this form. For each item, put an X on the scale in the position that best represents the other student. Fill in that person's name in the blank at the top of the scale. Do not sign the form.

I THINK _____ IS:

friendly	---	---	---	---	---	---	---	not friendly
talkative	---	---	---	---	---	---	---	not talkative
liberal	---	---	---	---	---	---	---	conservative
popular	---	---	---	---	---	---	---	not popular
smart	---	---	---	---	---	---	---	not so smart
active	---	---	---	---	---	---	---	pass'ive
idealistic	---	---	---	---	---	---	---	practical
deviant	---	---	---	---	---	---	---	conformist
self-confident	---	---	---	---	---	---	---	not self-confident
hard-working	---	---	---	---	---	---	---	not hard-working
religious	---	---	---	---	---	---	---	not religious
good-looking	---	---	---	---	---	---	---	not good-looking
leader	---	---	---	---	---	---	---	follower
successful	---	---	---	---	---	---	---	unsuccessful
athletic	---	---	---	---	---	---	---	not athletic

PRESENTATION #2

Storytelling (3-5 minutes)

Select some event that has actually happened or create one with your imagination and be prepared to tell it to the class. The story should be between 3-5 minutes. You should try to evoke the specific response of happiness or sadness from your audience. Use the organization of straight chronological or re-arranged chronological. Pay close attention to the patterns of arrangement in Worksheets B and C.

You want to express your story so that your audience can identify with the situation, so that they can be there and feel things with you. Try particular appeals to all the senses to help the audiences form images in the mind from the words you use. Making comparisons between events unfamiliar to the audience with events familiar to the audience through the use of similes is extremely helpful here. The use of metaphor will also help to channel the specific meaning potential of words to trigger a response from the audience.

Again, try to involve the audience in your story by appealing to all the senses.

PERSONAL NOTE SHEET FOR LESSON #2

LESSON #3 PREPARATION

In this lesson you will be presented with a "what if...?" situation. You will begin by assuming a set of circumstances from which various effects may occur--some of which may be possible, others of which probable or impossible.

The categories for classification used in this lesson are ACTIONS, FEELINGS, INTENTIONS, and PERCEPTIONS. These headings are used to describe utterance types. An action statement is one which expresses what is being done or what is happening. An intention statement is one in which desire, wish, or plan for action is expressed. A perception statement is one in which information gathered through the senses is expressed. A feeling statement is one in which emotions or internal states are expressed.

The cause-effect strategy of thinking which is used in speaking and problem solution is developed in this lesson. A number of different ways of using this strategy as well as pitfalls related to its use will be explored. This fantasy is important for helping clarify and be aware of some of the major types of conflicts which you face. You also explore some of the factors which prevent or stop you from taking action in certain situations. All in all, the exercises are designed to help you learn more about yourself and the world around you and to make you more active in expressing all the different influences which surround each event.

Journal Entry A FAMILY PICNIC

INSTRUCTIONS: While you are still thinking about your oral fantasy, use the space below to record a written record for use in later exercises as well as for your own personal information.

Imagine that you are at a picnic with your family and that each member turned into an animal. Describe each member and how you relate to them in that experience. Use your skills of description to accurately describe each animal, what they are doing and what they want to do. Do not overlook the feelings each animal experiences. If you neglected to focus on any of these elements when you did the fantasy orally, take some time and let your mind wander and focus on the neglected elements. Then, come back to the paper and record your experience.

Your first sentence will be: "If I were at a picnic with my family and each one of us turned into a different animal, I would be...."

Worksheet A

A FAMILY PICNIC

Objective: Classification

Purpose: To help the student become more aware of (1)how individual utterances relate to form various broader concepts and (2) roles each utterance plays in different situations or contexts by employing different points of emphasis.

INSTRUCTIONS: This worksheet is different from the other Worksheet A's found in previous lessons. In each column place utterances which best conform to the type listed.

FEELINGS	ACTIONS	INTENTIONS	PERCEPTIONS

Worksheet A_1 A FAMILY PICNIC

INSTRUCTIONS: Now focus on one animal and look at all the feeling and intention statements that animal expressed. Write them in the spaces provided below. Then look at all the action statements. See if any actions carried out the intentions of feelings of the animal. If they did, put those action statements in the other column next to the intentions or feelings they fulfill. Note all the intentions which are unfulfilled, all the actions which seemingly lack an explicit intention, and all the actions which are seemingly results of feelings. Look at the example for clarification.

FEELINGS	INTENTIONS	ACTIONS
(lion feels angry) -------	------ (rabbit wants to go into garden)	(lion is killing) (rabbits steal carrots)

Create "because" sentences with the action statements that have an expressed feeling or intention. (Example: "The lion is killing because he feels angry." or "The lion feels angry because he is killing." Another example: "The rabbit want to go into the garden because rabbits steal carrots." or "Rabbits steal carrots because they want to go into gardens.")

It is necessary to remember that all events or phenomena are effects of somethings and causes of others. The order in which you focus on events determines whether the specific event should be labeled a cause or an effect.

BECAUSE SENTENCES:

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet B A FAMILY PICNIC

Objective: Cause and effect organization

Purpose: To help the student analyze and use cause and effect organizational pattern which has application for both informative and persuasive speaking.

INSTRUCTIONS: Your journal entry for this lesson narrates what would happen if all the members of your family turned into animals while you were at a picnic. Many of the statements began with "if" and finished with "then;" the "if" part of the sentence makes up the causal phrase and the "then" part makes up the effect. For example, "If the horse eats too much (CAUSE), then it would feel sick (EFFECT)." Choose one statement from your fantasy with an if/then relationship. If no statements follow that exact form, choose an effect and give an implied cause. Write it below.

If _____ (cause), _____ (effect).

Outline one main point for a message describing the effect in your sentence above. Describe it carefully using supportive detail. To increase the clarity of your description, try to use the skills acquired in the previous lessons.

I. EFFECT

Worksheet B_1 A FAMILY PICNIC

INSTRUCTIONS: Now present your message which describes the effect in detail to a partner. See if your partner can determine a probable cause for that effect. List probable causes on this sheet and record notes of your experience in the exercise on the Person Notes Sheet for Lesson #3.

PROBABLE CAUSES:

1. _____

2. _____

3. _____

Worksheet C A FAMILY PICNIC

Objective: Cause and effect reasoning in problem-solution organizational pattern.

Purpose: To help the student focus on problems and conflicts using cause and effect reasoning within a problem-solution pattern of organization.

INSTRUCTIONS: Imagine that the group of animals in your fantasy is suddenly beset by a terrible problem: the main animal or provider of a central, vital function is stricken with a fatal contagious disease. (Example: The protector lion or the nurturing cow contracts Rocky Mountain Spotted Fever.)

Write in the space provided the exact problem you've chosen for your animal fantasy.

PROBLEM: _____

Outline the main points of your fantasy below, viewing the problem as an effect. Describe it in detail in Part I of the outline. Pay attention to setting, feelings, and perceptions. Description of causes is your second main point. In Part III suggest possible solutions in relation to the problem and causes. Fourth, select the best solution and fifth, decide how you will put the solution into action to solve the problem.

I. Description of Problem (effect):

II. Description of Causes:

III. Possible Solutions:

IV. Best Solution (reasons why in relation to I., II. and III):

V. How to put the solution into action:

Worksheet C_1 A FAMILY PICNIC

INSTRUCTIONS: Share your problem fantasy with a partner. Try to follow the problem-solution organizational pattern as you communicate the information to your partner. Then choose one fantasy to focus on (yours or his/hers). You and your partner now should try to generate or create a real-life situation in which a similar problem presents itself. Outline this real problem in the problem-solving organizational pattern. After you have described the problem and the possible causes, work individually for a few minutes to list as rapidly as possible as many solutions as you can. Brainstorm, i.e. list anything and everything that comes to mind no matter how fantastic it seems. Then get back together with your partner and decide which is the best possible solution from both your lists. Finally, determine how to put the best solution into action. Put your outline on this paper and record notes about the exercise on the Personal Notes Sheet.

I. Problem:

II. Causes:

III. Solutions:

IV. Best Solution:

V. Putting it into Action:

Worksheet D A FAMILY PICNIC

Objective: Literal comparisons using similes.

Purpose: To help the student express abstract feelings and words by making comparisons to concrete, identifiable objects.

INSTRUCTIONS: The comparisons in this exercise relate to Worksheet A in which you classified utterances under one category for feeling statements. Take one feeling from one of the statements and write it on the line provided below. Then list various concrete objects, absoultely anything you can touch or see in the space provided.

FEELING: _____ OBJECTS: _____ _____

_____ _____

_____ _____

Now make similes using the form: I feel as (feeling) as (object) that (reason for the feeling). For example, if the feeling is "frustrated" and the object is "squirrel," you may say "I feel as frustrated as the squirrel that couldn't crack open the nut." Note that reason for feeling is another way of getting an appropriate context for the simile.

SIMILES: 1. _____

2. _____

3. _____

Try it with other feelings and objects:

FEELING: _____ OBJECT: _____

SIMILES: 1. _____

2. _____

3. _____

FEELING: _____ OBJECT: _____

SIMILES: 1. _____

2. _____

3. _____

Comparisons in the form of similes can help you explain the unknown in terms of the known. In expressing internal emotional states such as feelings and conflicts, the use of comparison with something externally observable helps the reader picture more clearly the [illegible], nonobservable emotion.

Worksheet D_1 A FAMILY PICNIC

INSTRUCTIONS: Choose one simile which accurately describes something you have experienced at some point in your life. Look at that simile as a description of an EFFECT. What were the causes of that effect?

SIMILE: _____

CAUSE(S):

Worksheet E
Part I

A FAMILY PICNIC

Objective: Development of similes and metaphors from two word combinations that are in opposition (opposite in meaning).

Purpose: To help the student develop similes and metaphors for establishing associations to expand and clarify meaning in a powerful and creative manner.

INSTRUCTIONS: Choose two different feelings from your fantasy which appear to be opposite. Write them in the space below. (For example, "confused" and "clear)

1. feeling word pair with opposite meaning: _____ _____

Now pair the words so that the first word in the pair will be an adjective modifying the second word which must be written in the noun form. Choose an order which you like. (For example, "clear confusion" or "confused clarity") Think about the possibility of the pair making sense. When would it be possible to have such a word pair? What situation would be described by the word pair?

2. word pair in chosen order: _____

What is the relationship between the pair in the order you chose? (For example, "clear confusion" would show that the confusion was obvious.)

3. relationship: _____

What is a situation in which you have this feeling: (For example, you may feel clearly confused when you are faced with a number of equally tempting desserts.)

4. situation: _____

Now write a sentence which combines the word pair and the situation. Use the form: I feel (word pair) when (situation).

5. sentence: _____.

Now create a metaphor by using the form: (word pair) + (action word) + (situation). For example, you may write, "Clear confusion paralzes me when I am offered two tempting desserts."

6. sentence with metaphor: _____

_____

Worksheet E
Part II

A FAMILY PICNIC

INSTRUCTIONS: Follow the same steps for three other word pairs to form two word oppositions into sentences to produce similes and metaphors.

opposition word pair for feelings: _____ _____

chosen word order: _____

relationship between word pair: _____

situation : _____

sentence containing word pair and situation: _____

_____

sentence with metaphor: _____

_____

opposition word pair for actions: _____ _____

chosen word order: _____

relationship between word pair: _____

situation: _____

sentence containing word pair and situation: _____

_____

sentence with metaphor: _____

_____

opposition word pair for sense perceptions: _____ _____

chosen word order: _____

relationship between word pair: _____

situation: _____

sentence containing word pair and situation: _____

_____

sentence with metaphor: _____

_____

Worksheet E_1 A FAMILY PICNIC

INSTRUCTIONS: Share your metaphors with a partner. In order to see if your message is clarified by the metaphors, ask your partner to restate your intended message in his/her own words. Record notes on the Personal Notes Sheet for Lesson #3.

Chosen metaphors:

Partner's restatements:

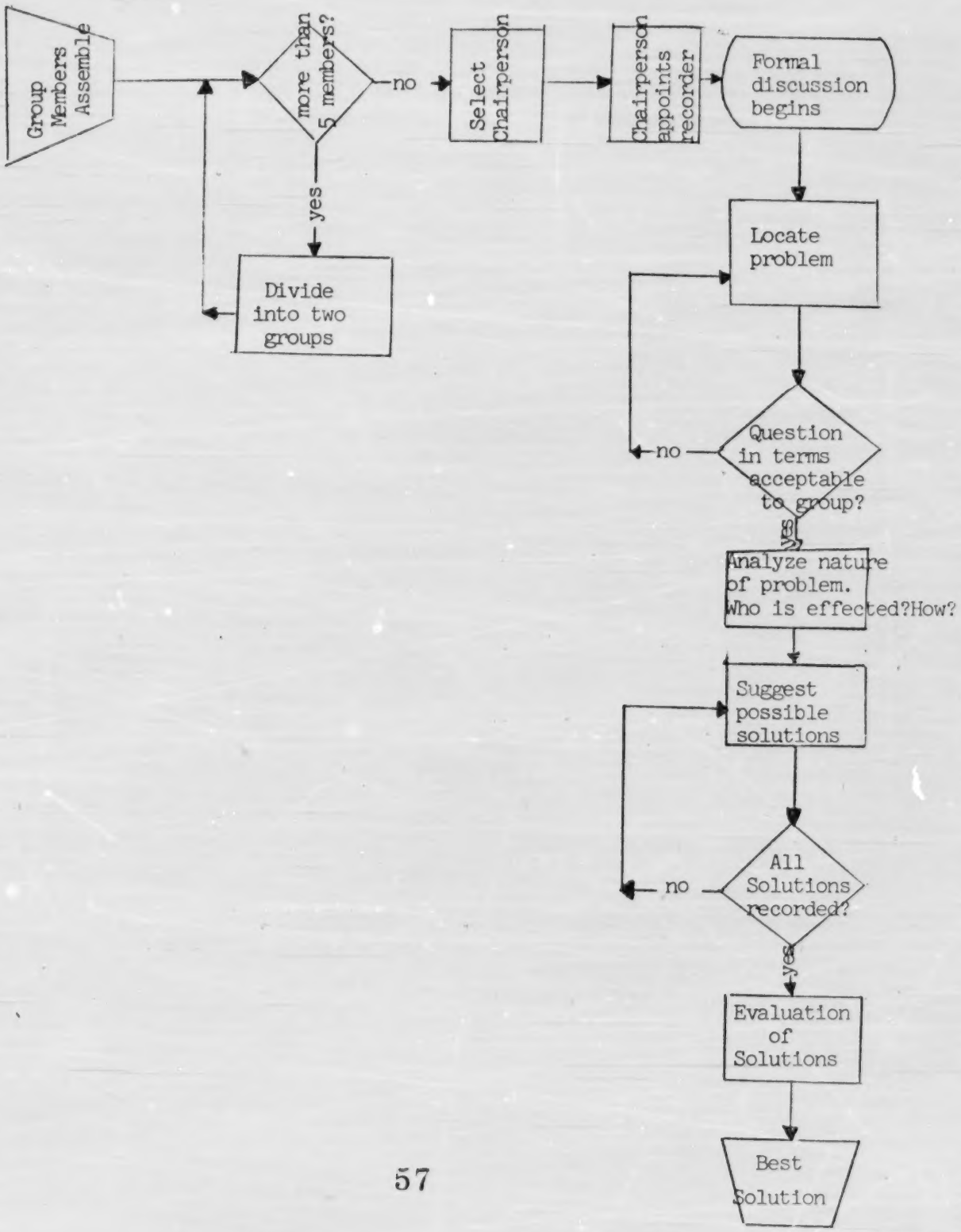
Self-Awareness #3

INSTRUCTIONS: Make a list of all the things you intend or want to do today. At the end of the day list the actions taken in relation to your intentions. In column 3, write "I want" or "You should" next to those things which seem appropriate for such an introductory remark.

INTENTIONS	ACTIONS	"I WANT" or "YOU SHOULD"

Counting up the "shoulds" will give you some idea of what influences or causes your actions.

Flow-Chart for Problem Solving Discussion



Presentation #3

PROBLEM-SOLVING DISCUSSION AND SYMPOSIUM FORUM

Plan a symposium-forum discussion focusing on a contemporary social problem. Select a topic of common interest, problems you really want to deal with. Your teacher will help people with common interests get together. To help your teacher, think about three (3) most important social problems to you which you would like to investigate. Write these on a piece of paper. Follow the flow-chart as a guide to the application of the problem-solution format in group discussion. This should be used in your small group to resolve the problem.

Then, once you have come to a decision, plan a symposium to share your information with your audience. Each member should present a short three (3) minute informative statement relating to one aspect of the topic. After every member of the panel has presented their statement, open up the discussion for questions and participation from your audience. The chairperson of the group should direct the questions in the forum session.

Peronal Notes Sheet for Lesson #3

LESSON #4 PREPARATION

The fantasy in this lesson is concerned with the future. It involves both situation identification and object identification. In this lesson you will be asked to clarify some of your values and you may find yourself in a situation which involves some personal risk as you clarify and support your values. As you think, speak, and change in the future, you will become aware that values and beliefs are unique to the individual and vary within different situations. Many day to day conflicts in communication stem from the fact that individuals fail to recognize that all people place different values on different objects or events. Values, in turn, are determined by the satisfaction of one's needs and wants. In this Workbook, the process of identifcation employed in all the fantasies helps you put yourself in the place of your audience to understand their values and beliefs in the situation.

Exercises such as the ones in this lesson are useful for developing skills in persuasion and argumentation. Values clarification is important since a clear decision needs to be made before you begin to develop support for your position. The skills you have learned in the previous lessons will also help you in the clarification process as well as the actual argument.

Journal Entry EVACUATION

INSTRUCTIONS: Imagine that you are forced to go to a new land from which there is no return; you will live there and cannot return to your present environment. You must decide what and where this new land is, how you get there, and what you will take with you. You can only take one small suitcase with you so select your items carefully.

Indentify with some of the major items that you plan to take; become each object, describe yourself as the object, and then tell why that object should be taken instead of another. That means, consider function as well as identity. For example, "I am a pair of shoes, and if you take me, I will provide...." Your first sentence will be: "I'm going to a new land...."

After presenting your fantasy orally, use the space below to make a written record so you can refer to it from time to time.

Worksheet A EVACUATION

Objective: Classification

Purpose: To help the student (1) further develop skills of focusing on relevant details for support in argumentation and (2) practice skills of concept formation.

INSTRUCTIONS: As you read over your journal entry, classify the words in the proper column below. Note that the headings are somewhat different from the previous lessons. In this exercise, the object column is to be your guide; everything else is related to it. 1) List the objects that you considered taking on your journey in the column on the left side. 2) Put the words or phrases that refer to each object on the line beside it, under the proper heading. (The NEEDS column is explained more fully in the Key Concepts section of your text.) Look at the example for clarification.

OBJECT	IDENTITY	FUNCTION	NEED SATISFIED
(socks)	(blue, wool, soft)	(warmth, covering, protection)	(safety)

body needs
safety "
love and belonging
esteem
self-actualization

Worksheet A_1 EVACUATION

INSTRUCTIONS: Give alternate functions for the items you chose to take. Be unconventional. Afterall, socks are great ear warmers. After you complete your list, share it with a partner to see if even more alternative functions can be generated for each item. Put your list on this page.

Alternative functions:

Worksheet B EVACUATION

Objective: Simple argument form and organization of argument.

Purpose: To help the student make a choice between different objects and support the choice by listing reasons and explanations.

INSTRUCTIONS: Consider all the items you plan to take with you in your suitcase and list them below in the order of importance to you. If suddenly it became impossible to take everything, what would you take first, second, etc.?

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

List below the reasons why you chose item #1 to be the most important:

A. _____
B. _____
C. _____

The simplest organizational pattern for argument is listing reasons. In order to support your own ideas and to persuade others to agree with you, it is helpful to be able to explain your reasons in relation to the item selected. Now OUTLINE a short message explaining your reasons. INTRODUCE your message with a clear statement of purpose and review the background conditions as a criteria for the ranking of the objects. (Narrating the fantasy is very useful for reviewing background and personal history as well as for stimulating interest. Provide an overview of what is coming by listing the three reasons which you are going to develop in the body. In the BODY, develop each reason as a separate main point. And finally CONCLUDE by summarizing the reasons and asking your listener(s) to agree with you. Use the space below for your outline. To determine whether the reasons support the objects in realtion to the criteria you states, present your mini-speech to a partner.

I. Introduction:

II. Body:

III. Conclusion:

AS A MEASURE OF EFFECTIVENESS, it might be useful to have your listener(s) rank your items before and after the speech to determine if they agree with you and if there is any change; or you might have your listener(s) fill out an attitude scale of agree or disagree, before and after. A seven point scale is workable, such as: agree 1 2 3 4 5 6 7 disagree
This can be done orally if you have a small audience of two or three.

Worksheet B_1 EVACUATION

INSTRUCTIONS: It turns out that you are being allowed to take four (4) other people with you to the new land. However, it is clear that your survival will depend solely on you and your companions. Whom will you take and why? List your new companions on this page along with your reasons.

Worksheet C EVACUATION

Objective: Concession and comparative advantage as argument form.

Purpose: To help the student develop a procedure of inquiry and organization for the argument form based on give and take and the comparative merits of ideas.

INSTRUCTIONS: Look at your ranking in Worksheet B. Select two items which are ranked at least two points apart, such as 1 and 3, 2 and 5, etc. Then compare their value on a stated criterion using the prompt categories of identity, function, setting, and feeling as well as other relevant concepts to serve as a guide for comparison. First state your criterion, i.e. background reason for making the comparison, e.g. "I am taking a trip and I can only take a few things so I must decide between two different items." Then conduct your investigation to clarify the values in relation to the background criteria.

Background reason for comparison: _____

COMPARISON QUESTIONS	ITEM #1 _____	ITEM #2 _____
(identity: what is its size and weight?)	(may be heavy and large.)	(may be small and heavy.)

(Each of your comparison questions can be turned into a reason to support your decision.)

Now develop your introductory thesis statement. Follow the form below.
THESIS STATEMENT USING CONCESSION: ALTHOUGH (item of lower rank) is valuable (any value may be used), (item of higher rank) is more valuable (same value as in the first part of the sentence), BECAUSE (list your reasons from the comparison of items above.)

To practice developing one-point arguments following the pattern of concession and comparative advantage, follow the pattern below.
INTRODUCTION of Argument: (1) background statement (2) concession thesis
BODY: development of reasons listed in thesis statement
CONCLUSION: summary of reasons

Use the space below to outline an argument in this form and then present it to a partner to see how effective you are.

Worksheet C_1 EVACUATION

INSTRUCTIONS: Practice concession with a partner by first getting together and listing ten (10) things which are important to either or both of you. Then separate and rank the list in order of importance to you. Get back together and relate the order by making concession statements with comparative advantage where appropriate. For example, you may have health as #1 and your partner may have sex as #1. Your concession statement would be: "Although sex is important, health is more important because if you're not in good health, you don't enjoy doing anything else."

Your list:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Concessions statements:

Worksheet D
Part I

EVACUATION

Objective: Use of similes

Purpose: To express feelings and values by comparison to objects in different situations and to demonstrate that the value of an object changes with the situation.

INSTRUCTIONS: This exercise relates to Worksheet A in which you classified objects in terms of function, identity, and need. Choose two words from Worksheet A, one from the object column and one from the function column. Write them in the space below.

1. object _____ function _____

Now use the two words in a complex sentence that joins the object and the function with a situation. For example, the words "sock" and "warmth" may be joined in the sentence: "The socks keep your feet warm when it's cold."

2. sentence _____

Now what is the value of the object in the particular situation in the sentence you have just written above? (For example, "when it's cold" the value of the sock may be useful, necessary, etc..)

3. value _____

Now write a simile which compares your feeling to the value of the object in the situation. Make a simile using the form: I feel as (VALUE) as (OBJECT) in the situation you created in #2. For example, "I feel as useful as a pair of socks when it's cold."

4. sentence with simile _____

The value of an object will usually change with the situation. Now think of a situation which would be just the opposite of the one you wrote in your sentence in #2 above. Write a sentence with the same object and function but with a situation just the opposite of the one above. For example, "The socks keep your feet warm when it's very hot."

5. sentence with opposite situation _____

What is the value of the object in the new situation? If the object was useful before, it will probably be useless; if the value was necessary, it will probably be unnecessary. Write the new value in the space below.

6. value _____

Now write a new simile with the new value and the opposite situation. For example, "I feel as unnecessary as a pair of socks keeping your feet warm when it's very hot."

7. sentence with simile with new value and situation _____

_____

Worksheet D
Part II

EVACUATION

INSTRUCTIONS: Use the space below to play with creating similes by changing values and situations in realtion to the object. The steps simply outlined are:

1. choose an object and one function
2. write a sentence which joins the object and function with a situation
3. what is the value of the object in the situation in #2?
4. write a simile: I feel as value as object in situation.
5. write a sentence which joins object and function and opposite situation
6. what is the value of the object in the new situation?
7. write a simile with the new value and the new situation: I feel as new value as object in new situation.

Object 1: _____ Function: _____
Sentence: _____
Value: _____
Sentence with simile: _____
Sentence with opposite situation: _____
_____
Value in new situation: _____
Sentence with simile: _____
_____

Object 2: _____ Function: _____
Sentence: _____
Value: _____
Sentence with simile: _____
Sentence with opposite situation: _____
_____
Value in new situation: _____
Sentence with simile: _____
_____

Object 3: _____ Function: _____
Sentence: _____
Value: _____
Sentence with simile: _____
Sentence with opposite situation: _____
_____
Value in new situation: _____
Sentence with simile: _____

Object 4: _____ Function: _____
Sentence: _____
Value: _____
Sentence with simile: _____
Sentence with opposite situation: _____
_____
Value in new situation: _____
Sentence with simile: _____
_____

Worksheet D_1 EVACUATION

INSTRUCTIONS: Give three (3) situations in which you have felt most important and three (3) where you have felt the opposite. See if you can deduce the reasons for your feelings. Which situation, in fact, did you feel best in? Check them in realtion to Maslow's need hierarchy. Which need state is reflected in that choice? Do you feel that is a true statement about you? Record your reflections below.

Worksheet E EVACUATION

Objective: Development of similes with metaphors

Purpose: To help the student expand the knowledge of meaning potential in words by the use of comparisons using similes with metaphors.

INSTRUCTIONS: Choose one object and one function word from your list in Worksheet A. Join them with the word of and write them below. Example: "sock of protection."

1. word pair: _____ of _____.
(object) (function)

What is the feeling in the word pair you have just chosen? Example: "a sock of protection" may feel comforting.

2. feeling: _____

What is a situation in which you might experience the same feeling? Example: "when a mother is holding a sick child."

3. situation: _____

Now write a simile which follows the form: OBJECT OF FUNCTION is as FEELING as SIMILAR SITUATION which creates same feeling for you. Example: "The sock of protection is as comforting as a mother who is holding a sick child."

4. sentence with simile: _____

_____

Now follow the same steps to form other comparisons using similes.

word pair: _____ of _____
feeling: _____
situation: _____
sentence with simile: _____
_____

word pair: _____ of _____
feeling: _____
situation: _____
sentence with simile: _____
_____

word pair: _____ of _____
feeling: _____
situation: _____
sentence with simile: _____
_____

Worksheet E_1 EVACUATION

INSTRUCTIONS: The way you react to what people say or write is extremely important in realtion to how you feel about yourself and how others feel about themselves. People identify with what they produce. Try a simple experiment with a partner. First share with your partner a few of your and his/her metaphors. Test your and his/her reactions by voicing the following value statements:

1. My metaphors aren't great, but yours are great.

2. Mine are great, but yours aren't.

3. Mine are great and yours are great.

Can you think of other situations in which you experienced similar feelings? Record those situations along with your reactions to this exercise on this sheet.

Checking Your Reasoning

Not only do differences in values, feelings, and perceptions cause misunderstanding; other misunderstandings can occur in relation to reasoning strategies. A successful persuasive message should contain reasoning which demonstrates the logical basis for your arguments and support. It is important to pay attention to the following types of reasoning and arguments and the corresponding questions as you prepare your message. Ask yourself:

REASONING FROM EXAMPLE

1. Have I examined enough examples to substantiate the generalization?
2. Have I chosen the examples fairly?
3. Are there any outstanding exceptions to the generalization?

REASONING FROM AXIOM

1. Is the axiom or rule true, i.e. does the audience accept it as valid?
2. Does the axiom apply to the specific situation that I am talking about?

REASONING FROM CAUSAL RELATION

1. Have I confused the cause and effect?
2. Is the cause powerful enough to produce the effect that I claim?
3. Has anything prevented the cause from occuring?
4. Can I think of any other cause that might have produced the same effect?
5. Am I sure that a causal connection actually exists?

REASONING FOR PROPOSITIONS OF POLICY

1. Is there a need for the policy or course of action that I propose?
2. Will the proposed policy or plan actually work?
3. Are there major disadvantages in the plan I propose?
4. Is my plan better than any other plan or policy?

REASONING FOR PROPOSITIONS OF FACT OR VALUE

1. Upon what criterion or standard should I ask my listeners to base their judgment? A standard is essential in judging propositions of fact or value. For example, "Our present grading system is undesirable. What is a desirable system? What standards are available for judging the grading system?" Your listeners must accept the standard or criterion.
2. Do the facts and circumstances in question meet the agreed upon criterion?

Self-Awareness #4

VALUES CLARIFICATION

It is useful to develop strategies for clarifying your own values in order to develop a consistent picture of exactly what you believe and don't believe and why. An awareness of your values as well as the values of those you speak with can help you in your communication activities.

In the space below, it will be useful for you to employ the rank ordering form to practice values clarification in two areas.

I. Personal activities
   A) Take five minutes and list everything you want to do if you could do anything. No restrictions on time or money.

   B) Now, if you only had one year to live, consider the things you would do in the (1) first three months, (2) the second three months, (3) the third three months, (4) the last three months. Mark eveything with either a 1, 2, 3, or 4.

   C) Now look at all the items with a #1 to see if you can develop a pattern of similarity. For example, "Most of the #1's cost a lot of money but require no skill." Or "Most of the #1's can be accomplished 'alone' or 'require other people'." Use the space below to write your summary statements about all the #1's and #2's.

II. Personality Preference

A) Take five minutes and list all the people you would like to talk to; assume they were all in the same room and they all want to talk to you. Living or dead makes no difference.

B) Now, assume that all these people aren't present, but, instead you must pay to travel to see them. Put a #1 beside those you would spend $1,000 to talk with; a #2 beside those you would spend $500 to talk with; a #3 for the $100 people and #4 for those you would only spend $50 to see.

C) Now examine all the people with #1's and all the people with #4's. What kind of similar pattern to you see with all the people with #1's? What do they have in common? What adjectives would you use to describe them?....rich, powerful, poor, intelligent, etc. Now do the same for the #4's. Use the space below to commit your summary statements to writing.

This is for your own personal awareness. Be honest with yourself. NOT TO BE HANDED IN.

Presentation #4

PERSUASIVE MESSAGE (5-7 minutes)

After having engaged in values clarification exercises with your class, you have probably discovered several areas where there is a difference of opinion or belief. Select one such area and design a persuasive message which tries to convince your audience to accept your particular belief or opinion; if not accept, at least respect your right to have that belief or opinion.

Remember that you are free to speak and act as long as the extention of your freedom doesn't interfere with another person enjoying his/her freedom. Review the section, "Ethics and Human Rights" in your text.

In preparing your persuasive message, pay particular attention to human needs and motives. Make an honest effort to demonstrate for your audience how acceptance of your ideas will benefit them and fulfill their needs. Review the section "Human Needs as Motives in Persuasion" in your text.

Pay close attention to the use of identification both as a strategy in audience analysis and as a strategy in speaking. As a strategy for audience analysis, identification is helpful when you put yourself in the place of your audience. What would they think about your ideas? What would they say? Identification as a strategy in speaking is useful for establishing togetherness or oneness of purpose, a powerful goal in persuasion.

Finally, prepare an outline of key ideas for your own use so that you can present an organized message. A person who presents an organized message appears to know what he/she is talking about and is consequently more believable.

Personal Note Sheet for Lesson #4

Key Concepts

Our Separate Realities

Probes (Questions for Analysis)

Language and Speech

Language, Purpose and Meaning

Speech Communication as Process

Role(s) and Self

Ethics of Change and Human Rights

Oneness, Becoming One: Identification

Human Needs as Motives

Voice, Image, and Perception

Organization (putting it all together)

"Gestalt Prayer"

Universal Declaration of Human Rights